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ABSTRACT

The student manual contains eight sessions designed to help secretarial students improve their office management skills, through an analysis of their individual leadership abilities. The sessions are: (1) what it takes to succeed in a secretarial position, focusing on the characteristics of a good leader; (2) how to develop a sensible attitude toward yourself, focusing on self-knowledge and the development of a positive self-attitude; (3) how to develop positive leadership attitudes, focusing on improving interpersonal skills; (4) the ingredients of leadership, focusing on basic skills; (5) the mthodology of leadership, including further interpersonal and problem solving skills; (6) how to apply leadership in bringing about effective procedures in the office, focusing on standards, efficiency, and delegation; (7) the ingredients of specific office procedures, focusing on technology, work flow, and word processing; and (8) small group office activities. The first seven sessions discuss in detail the concepts to be developed and provide accompanying individual, small and large group activities; case studies; questions; self inventory tests; review/response workbook activities; and class discussion exercises. (BP)

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Secretarial Office Productivity Through Individual Leadership

Student Manual

U.S. Civil Service Commission
Bureau of Training
Communications and Office
Skills Training Center
Washington, D.C.

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Session 1

WHAT IT TAKES TO SUCCEED IN A SECRETARIAL POSITION

The characteristics of a good leader involve many things--some you can identify immediately and others are more distant. Whether tangible or intangible, we all recognize, admire and would like to work for certain people in leadership positions; others are far more difficult, making the working relationship meaningless, with little, if any job satisfaction evident.

The purpose of this session is to give a briefing on what it takes to be a leader among people whether you are in a supervisory position or not. The more you can improve in whatever assignment you have, the more productive you will become; the opportunity for advancement will be increased; your job satisfaction will be improved many times.

What are some of the observable characteristics of a good leader? Well, we know that this type of person generally has a good understanding of people;

is inspirational in challenging and motivating people to do a better, more productive job; can implement change when it is needed and understands the requirements for doing so; seems to be a human relations expert and knows what to do in smoothing things over when conflict arises; can obtain cooperation from people through involving them in activities and projects; recognizes the need for job satisfaction and how it can be obtained; understands the necessity of leadership patience when dealing with certain people, projects and change. The good leader has all of these characteristics. The excellent leader has these and many more. During the remaining portion of this review for Session 1, we will look briefly at those things the good leader should exhibit. Later on we will talk about additional items that distinguish the excellent leader and sets him or her apart from others.

UNDERSTANDING PEOPLE

In the process of understanding people, we should look at ourselves for answers. Most people find this difficult to do, but if we can begin to conduct self-appraisal techniques, then our appreciation and understanding of other people's actions becomes more apparent.

All people are different from one another. We were raised in different sections of the country or city or rural community; we have different educational backgrounds; we each have our own innate abilities, prejudices and beliefs. We are all different! But because we are different, it provides the opportunity for each one of us to progress. It sets opportunities not available to everyone.

Even though people are different from one another, they do have some common characteristics. These characteristics can be defined and, thusly, provides us with some methods of helping people once we have taken the time to understand them.

The good leader looks for problem areas with people in the office. If they can be solved, or at least improved, the office and each individual in it will become more productive and satisfied. The leader, therefore, needs to be a constant observer of people, a counselor and a communicator.

The ability to communicate well with people is one of the more important attributes that a good leader can have. Because he is a good communicator, he listens intently to people and asks questions that help to reveal feelings. Armed with this ability, he can manipulate communications so people that need to see things differently, will do so.

A final point about understanding people. Always be aware! If you find a person difficult to deal with, try to determine their problem so that the best method of solving it can be initiated. Nothing is accomplished by avoiding the issue. Remember, your obligation is one of effecting a solution to problems so that results can be obtained. In an effort to understand people, your chances for success are much improved.

MOTIVATING PEOPLE

People are motivated by a number of things. Lets look at the process of motivation as applied to work. Why do people work anyway? Their motives are varied--money, job satisfaction, job security, benefits, rewards, recognition and advancement. Some people are diligent in their work habits, others have initiative and creativeness, some are very loyal, and others simply are putting in their time. People work because it provides them with the necessities of life and with a certain safety and self-fulfillment. It also helps their ego.

Motivating people with these many reasons for working is not an easy job. We do know, though, that people generally respond to other people doing similar kinds of things. A certain harmony develops between people in the same peer group. Further, if goals are projected for people within the group it gives them something for which to strive. Since most people seek a certain amount of responsibility, this can also help in the motivating process.

UNDERSTANDING AND IMPLEMENTING CHANGE

The only thing we can really be sure of in life is change. But, people, whether in the office, at home, or in the community, by nature resist change. This resistance is generally seen because people are happier with the status quo--they prefer staying with familiar routines.

Various techniques can be used in overcoming people resistance to change. For instance, before a change is made, announce that it may be needed, but you would like to discuss the change first with all the people in your office. You would appreciate their opinions before any action takes place. At the meeting discuss the procedures recommended for implementation should you go ahead with the plans. Ask them for their help and get an agreement on the procedures to be followed in effecting the change.

Particular attention is needed in watching the results when the change is made. Some resistance will be evident, but there are methods the good leader can employ to counter any serious opposition. In time, the opposition will disappear and people will settle into their new routines.

SECURING COOPERATION

The development of cooperation among people working toward common goals is an important function of the good leader. By gaining cooperation, overall improved productivity is realized.

Cooperation can be developed, through the use of communication techniques and human relations approaches. In addition, a realistic attitude should be used so that the work routine is not compromised by unsolvable situations. Opportunities should be provided to people so that the best job satisfaction can be realized. A good leader must keep adequate control of his temper in working on projects, then plan and maintain a people-relationship rather than a task-relationship. The leader's concern for others will simplify the tasks at hand and better cooperation will result.

BRINGING ABOUT JOB SATISFACTION

Job satisfaction is not difficult to obtain if special attention is given by the leader of a group to the techniques used. In every case, the good leader will manage these techniques with consistency, so that there is no cause for lack of job satisfaction. People rank job satisfaction as being the most important--even above money received.

It is, therefore, important that an effective leader establish the goals and priorities of any job so that proper perspective and attitudes can be developed on the part of the employee. Praise and rewards are needed to enhance the satisfaction of the office worker in what he has accomplished. These accomplishments must be accompanied with job security so that individuals can work in a relatively pressure free environment. By employing these and other techniques, job satisfaction can be realized by most employees.

NECESSITY FOR LEADERSHIP PATIENCE

The effective leader needs to employ patience regularly in working with people. Most things just do not happen that quickly, even though the urgency generated may improve the overall productivity of fellow office workers. Obstacles are frequent, no matter how well plans are made and implemented.

In a period of pressure to get projects done on time, the good leader will watch himself for unusual behavior signals. These signals are useful in setting up counter-measures and backup approaches to overcome roadblocks encountered. He will employ these successful imperatives to bring about adequate completion of activities and to set the stage for better attitudes, cooperation and future productivity among all fellow office workers.

INDIVIDUAL ACTIVITY

Take some time to study the materials prepared in review of this session's presentation. Upon completing these materials, read "The Case of Miss Montgomery" starting on the following page. Upon completing your reading of the Case, answer the questions at the end based upon your personal experience and upon the information presented in this session. Be prepared to defend your answers.

The Case of Miss Montgomery

It is not always possible to say when a remedial transfer should be made. The decision must rest upon the facts of the particular case, brought to light by supervisor-employee situational thinking, and within the framework of the Agencies transfer policies. Even then, it is possible for management to disagree as to the right course. Some may emphasize the desirability of settling this particular case to the satisfaction of the employee concerned, whereas others may stress the bad affect that a proposed method as settlement may have on other employees. Since any solution is likely to be looked upon here as a precedent, a fair policy, consistently adhered to, is important.

Upon arriving at the office one morning in late May 1973, the personnel supervisor (Miss Irene Hanson) received an internal communication from Miss Shirley Montgomery, a secretary with the Agency.

Dear Miss Hanson:

I have taken the liberty of writing you as I have not been able to see you for the past several days in a row.

As you know, I am the secretary assigned to Mr. Braswell. For the past several weeks I have been having severe chest pains and in checking with a doctor he has indicated that I have an occupational disease often referred to as "Stenographers Slump." I have a doctor's statement to indicate this is so.

With this in mind, I would like to get a transfer to the duplication department. Since I have been sitting typewriting a great deal, the doctor feels that this is largely the contributing reason for my chest pains. In the duplication department I would be standing a great deal and this should help. I have checked with the duplication department and they do have an opening. Since I have been with the Agency nine years, I know that I have seniority status.

I talked with Mr. Braswell concerning the transfer, but he refuses to consider it. Will you see if you can do something for me?

Sincerely,

Miss Shirley Montgomery

Miss Hanson, feeling that this was a routine request for help and information, telephoned the secretary's boss (Mr. Braswell) and then wrote to Miss Montgomery that Mr. Braswell sympathized with her problem, but that he could not approve the transfer without upsetting several projects that they were working on.

The personnel supervisor thought no more about the matter until Miss Montgomery herself appeared at her office a few days later, at the end of the working day. The following conversation took place:

Miss Montgomery: I came here to find out whether you had an answer to my problem yet.

Miss Hanson: Was I supposed to have an answer? I wrote you that your boss sympathizes with your problem, but that he doesn't feel he can do any more without upsetting several projects that the two of you are working on.

Miss Montgomery: Well, I did go to Mr. Braswell, but I didn't think that he would do very much for me. I do my work each day and what do I get? All I want is a transfer to the duplicating department so that I can stand up part of the day. I'm not well you know. Don't you remember my writing about the chest pains I've been having? The doctor says it's an occupational disease and that I will not get over it unless I transfer jobs. Here is his statement.

Miss Hanson: Did you show this to your boss?

Miss Montgomery: Yes, and I'm tired of talking with him about it. He has all kinds of reasons why I should stay where I am. Can't a person get any consideration around here? I'm not well, and nobody will do a thing for me. (Sobs hysterically)

Miss Hanson: Well, I'll talk to Mr. Braswell and see what the story is. Maybe we can do something. You come back tomorrow afternoon at the same time, and I'll have an answer.

As soon as Miss Montgomery had left her office, the personnel supervisor called Mr. Braswell on the telephone:

Hanson: Hello, Bill, this is Irene Hanson. Miss Montgomery was just in my office and she is insistent that she be transferred to the duplication department. Remember, I talked with you about this several days ago, and I thought we had it settled then, but she still wants the transfer. Can't you handle it someway?

Braswell: That's not the real reason she wants that transfer, Irene. Any doctor can fill out a slip saying anything. The fact is she has been slipping on her work, and the other men in the office feel that we should tighten down on a thing like this. Some of them are having the same problems with their girls. She has to do a lot of letters and project material over because I won't stand for a sloppy job. I think that you would agree. She is pretty good at times, but I am getting a little fed up with the whole thing, too. It's the principle of the thing. She thinks that duplication will be easier, and it probably is. In order to hold up our standards in the office, however, I feel that we must hold firm on this decision. For a girl of 27 and as pretty as she is, she certainly has created some problems for me.

Hanson: You really don't think that it would be better for everyone if a transfer was made to the duplication department? She has more seniority than many of the girls working in that area.

Braswell: No, that would upset the whole thing. I have some projects that she has done some research for me on too, and I would hate to train another girl at this stage.

Hanson: You mean that there are no other girls in the office that could be assigned and fill in for her if she was transferred?

Braswell: No, I don't think so at this time. Furthermore, she understands all of this. I told her so several days ago. She's just trying to see how much she can get from you after she got a "no" from me.

Hanson: Well, I was impressed with the story of her chest pains. I asked our nurse about this type of thing and she says it can be very painful.

Braswell: I bet it will be just as painful in duplication as it is here. She is just an office gossip that has had her wings trimmed and she doesn't like it. Some of the other office staff have indicated how tired they get of her continual chattering. Furtunately, I am generally away from all that, so I don't see as much of it as some of the others do.

Hanson: Suppose if she doesn't get this transfer and wants another later on, what do we do then?

Braswell: I may give her a release then. She isn't such a good worker anyway.

The personnel supervisor then checked with the employment group and learned that there were several other openings that might be available at a later time if the girl insisted on a transfer. She was prepared to tell her this the next afternoon, but she did not show up at the specified time.

Since Miss Montgomery failed to keep the appointment and sent no further word, Miss Hanson let the matter drop in the midst of other problems. But one morning, about a week later, she sat in on a supervisor's conference conducted by top management. Among other matters, the case of Miss Montgomery was brought up as being typical of some of the problems faced by the personnel office. After allowing the discussion to travel for some time, the director turned to his assistant director and asked him to look into this specific matter and "settle it."

Following the meeting, the personnel supervisor talked with the assistant director and told him what she knew of the case and what had been done. She expressed an opinion that the girl might really have a legitimate reason for requesting a transfer to what she considered less arduous work and that her seniority with the Agency would allow this. She further indicated that the transfer to the other position would, in all probability, not solve many of the other problems that seemed to be inherent in the case.

On the basis of these considerations, the assistant director asked the personnel supervisor to effect a transfer and approve the request. She (Miss Hanson) went to Mr. Braswell and told him that it would be best to make the transfer even though it would cause some immediate problems for him in his work routine. She said she also recognized the principles involved, but that it would be to the best advantage of all, including himself, if the transfer was made now. When Mr. Braswell strongly objected, the personnel supervisor said that she did not want to discuss it further and that the transfer would take place immediately.

The final comment of Mr. Braswell was that "it will create a lot of trouble."

Questions

1. Was this a normal, routine request or should it have been handled by Miss Hanson in a different way?

2. Does Miss Montgomery appear to have other basic problems than that of her chest pains, or do you really believe this is the reason for her request for transfer?

3. What appears to be Mr. Braswell's problem? How could he have handled the problem differently? What would you have done if you had been in his position?

4. Did Miss Montgomery act properly in checking with the duplication department to see if they had an opening?

5. Was the director "wise" in turning the problem over to the assistant director with the instructions "settle it."

6. Did the assistant director adequately handle his investigation of the case?

7. What could the personnel supervisor have done to cement more positive feelings with Mr. Braswell? Could she have effected a better working relationship between Miss Montgomery and Mr. Braswell?

Session 2

HOW TO DEVELOP A SENSIBLE ATTITUDE TOWARD YOURSELF

There are many reasons as to why we should develop a rational, sensible attitude about ourselves. We are more productive in our everyday routines if we maintain self-confidence about ourselves and what we are capable of doing. Self-confidence encourages us to meet challenges with a determination to complete things well and on time.

Self-appraisal is perhaps the most important ingredient in developing a sensible attitude about ourselves because it reveals both our subconscious and conscious strengths and weaknesses. Most people never take the time to do this, but it is probably one of the most important aspects in developing ourselves for our job and daily living. We all feel inadequate at times, and we inwardly have a tendency to tear ourselves down. As we continue to develop negative self-images, we feel more inadequate to accomplish various tasks and challenges that are presented. Self-appraisal allows us to see the differences between imaginary and real limitations.

When we take a critical look at ourselves it helps us overcome past failures and results in the encouragement of a positive approach. People can learn from mistakes. Because we have made errors in the past does not mean that we will continue doing so in the future. Once we have developed an attitude of positiveness, we will begin to overcome imaginary weaknesses and will become more successful in what we do. The four-minute mile was impossible to achieve, so it was thought, until someone did it. Now many can beat the four-minute mile because they have a positive mental attitude that encourages them to do so.

Another reason to develop a sensible attitude toward yourself is that with it you begin to use your strengths to lead and motivate others. As your attitude improves, you will begin to see the deficiencies in others and help them to improve. With stronger leadership, other people become more motivated to do a better job. With this attitude on their part and yours, productivity is bound to improve.

A sensible attitude helps to improve your communicative capacities. You are able to relate to peoples problems more adequately and help them to see through their weaknesses by improved communications. In this way you have both gained and the jobs you have to do become easier.

Finally, with an improved attitude about yourself, you will see yourself as being far more successful. If you think that you can do a job, you will probably be successful in getting it done--well and on time. The challenge of an improved attitude lets you do things that you could have done all along, but felt you could not. Imaginary limitations restrict our abilities and confidence. Once they have been analyzed and overcome, our power for success is multiplied.

YOUR SELF-IMAGE

Each one of us has our own self-image which is very different than that seen by others. Each one has a very personal self-image, because we are all different from others. There are many reasons for this, but fundamentally we were all raised in different sections of the country or city or rural community; we all have had different educational backgrounds making us individualistic; we each have our own innate abilities, prejudices and beliefs. Each one has enjoyed success or defeat in a way that no one else has and because of this we all hide behind facades that are often imaginary. Many of us are not happy with our self-images; we show it in various ways--arguing, irritable, non-cooperative, impossible task to do, why was it ever assigned to begin with? The problem, of course, is that many people do not know why they are unhappy with themselves. Because they are, they are less productive and do not enjoy the element of success that we all want and desire.

Your self-image, and those of us all, may best be seen and discovered in the poem, PLEASE HEAR WHAT I'M NOT SAYING: *

Don't be fooled by me.
Don't be fooled by the face I wear.

For I wear a mask, I wear a thousand masks,
masks that I'm afraid to take off,
and none of them are me.
Pretending is an art that's second nature with me,
but don't be fooled.
I give you the impression that I'm secure,
that all is sunny and unruffled with me,
within as well as without,
that confidence is my name and coolness my game,
that the water's calm and I'm in command,
and that I need no one.
But don't believe me.
Please.
My surface may seem smooth, but my surface is my mask,
My ever-varying and ever-concealing mask.
Beneath lies no smugness, no complacence.
Beneath dwells the real me in confusion, in fear,
in aloneness.
But I hide this.
I don't want anybody to know it.
I panic at the thought of my weakness and fear
being exposed.
That's why I frantically create a mask to hide behind,
a nonchalant, sophisticated facade, to help me pretend,

to shield me from the glance that knows.

But such a glance is precisely my salvation.

My only salvation.

And I know it.

That is if it's followed by acceptance.

It's the only thing that can liberate me, from myself,

from my own self-built prison walls,

from the barriers that I so painstakingly erect.

It's the only thing that will assure me of what I can't assure myself,

that I'm really worth something.

But I don't tell you this,

I'm afraid your glance will not be followed by acceptance and love.

I'm afraid you'll think less of me, that you'll laugh,

and your laugh would wound me.

I'm afraid that deep-down I'm not much,

and you will see this and reject me.

So I play my game, my pretending game,

with a facade of assurance without,

So when I'm going through my routine do not be fooled by what I'm saying.

Please listen carefully and try to hear what I'm not saying, what I'd like to be able to say, but can't.

Who am I, you may wonder, I am someone you know
very well,

For I am every man you meet and every woman you meet.

*Author unknown.

LEARNING TO KNOW YOURSELF

What do we need to know about ourselves to overcome nagging inadequacies that reduce our effectiveness and productivity? A good self-appraisal system will include the following questions that you **must** ask of yourself—not once, but often.

1. Who Am I?
2. What Am I?
3. How Do I See Myself?
4. How Do I Feel About Working, Writing, Reading?
5. Am I Honest With Myself And Others?
6. Do I Like Responsibility?
7. Am I Tolerant?
8. Do I Get Along Well With My Peers?
9. What Is My Value System?
10. Do I Accept Change?
11. Am I Concerned About Others?
12. Am I Cooperative?
13. What Is My Favorite Music?
14. What Sports Do I Enjoy?

15. Do I Like To Work Alone ?
16. Do I Enjoy The Challenge Of Others?
17. Do I Have Emotions? How Do I React?
18. What Makes Me Happy ?
19. Which Is More Important To Me--Spiritualism Or Materialism ?

LEARNING TO ACCEPT YOURSELF

Learning to know yourself, learning to accept the fact that you have unimportant limitations, learning to like yourself, and learning to control yourself so that you present a consistently confident image to others around you is one of the strongest keys to good office leadership and productivity. Granted you have learned these things, renewed confidence in your abilities will become evident; your pattern of growth and contributions in your job and the community will be improved; it will be easier for you to set daily goals and long range objectives to be achieved; the sacrifices involved with good job performance will no longer be a burden, but fully accepted.

THE PROCESS OF GROWTH

Growing in a job requires you to establish some goals--both short and long range. Without goals, even though you now have gone through a self-appraisal process and you feel good about yourself, your growth can be aimless. You must develop a consistency in what you are doing. Ask yourself the following questions:

1. Where can I grow and progress the most in terms of my present position?
2. Who can give me the most help in this effort?
3. When should I start on this effort?
4. What do I need to do to prepare myself further for this effort?
5. How far do I want to go in my effort to grow in my job and in other ways?

To realize profits from any of these questions will require an extra effort on your part, both on and off the job. Concentrate on items that will help to improve and strengthen your knowledge and ability in what you are doing. Be willing to study in areas where you are weak and need more information. And most of all, develop an inner conviction, a drive, a desire to want to succeed. With this, anything can be accomplished. Remember to develop a sensible attitude toward yourself and the rest of the effort becomes much easier.

SMALL-GROUP ACTIVITIES

(Four or five students per group; your group appoints a chairman.)

The group chairman will guide the group through a discussion of the following topics. One-half hour is to be spent on this activity.

1. Are governmental personnel good or bad?
2. How do you feel about traditions?
3. Are rules good for people?
4. How does a person identify with others?
5. Is sharing of things good or bad?

INDIVIDUAL ACTIVITY

Consider the following questions and statements and give your most honest and complete appraisal of how you feel about each subject. You will have about one hour for your considerations. If additional paper should be required to answer anyone of the questions or statements, ask your instructor.

1. How do you make friends (and keep them)?

2. Express one positive trait about someone.

3. List something you have said or done to make someone feel good.

4. Are your actions at work the same as at home? If not, how and why do they differ?

5. What do you think of younger employees/ youth today/adults?

6. List something someone did for you that makes you feel good.

7. Is it important to you to be first or best?

8. What makes a good friend?

9. Is it important for you to always be with someone?

10. Do you like to join groups or have group memberships? If so, how does this make you feel?

11. Making decisions are easy (hard) for me.
Why?

12. Is it good (bad) to share ideas, thoughts, materials with others?

SELF-APPRAISAL EVALUATION

The purpose of this evaluation is for you to establish some realistic goals based upon your personal self-appraisal. Remember the purpose of your self-appraisal was to help determine where you are now, what your strengths and weaknesses are, and what you want to do on a short and long range base. Please answer the questions honestly, that is be honest with yourself. Only in this way will the evaluation be of direct value to you.

1. Are you happy in your present governmental position? What changes do you see for yourself in your present position?

2. What would you like to be doing five years from now as related to your governmental employment?

3. What are your plans for reaching your goals five years from now?

LEARNING TO KNOW YOURSELF

COMMITMENT FORM

1. Who Am I?
    A.
    B.
    C.
    D.
    E.

2. What Am I?
    A.
    B.
    C.
    D.
    E.

3. How Do I See Myself?
    A.
    B.
    C.
    D.
    E.

4. How Do I Feel About Working, Writing, Reading?

A.

B.

C.

D.

E.

5. Am I Honest With Myself And Others?

A.

B.

C.

D.

E.

6. Do I Like Responsibility?

A.

B.

C.

D.

E.

7. Am I tolerant?

   A.

   B.

   C.

   D.

   E.

8. Do I Get Along Well With My Peers?

   A.

   B.

   C.

   D.

   E.

9. What Is My Value System?

   A.

   B.

   C.

   D.

   E.

10. Do I Accept Change?

    A.

    B.

    C.

    D.

    E.

11. Am I Concerned About Others?

    A.

    B.

    C.

    D.

    E.

12. Am I Cooperative?

    A.

    B.

    C.

    D.

    E.

13. What Is My Favorite Music?

A.

B.

C.

D.

E.

14. What Sports Do I Enjoy?

A.

B.

C.

D.

E.

15. Do I Like To Work Alone?

A.

B.

C.

D.

E.

16. Do I Enjoy The Challenge Of Others?
    A.
    B.
    C.
    D.
    E.

17. Do I Have Emotions? How Do I React?
    A.
    B.
    C.
    D.
    E.

18. What Makes Me Happy?
    A.
    B.
    C.
    D.
    E.

19. Which Is More Important To Me--
Spiritualism Or Materialism?

A.

B.

C.

D.

E.

Session 3

HOW TO DEVELOP A POSITIVE LEADERSHIP ATTITUDE TOWARD OTHERS

There are a number of techniques that may be used to bring about better leadership attitudes on your part. The strength of a good leader requires a considerable amount of human relations and understanding in dealing with other people. However, the attitudes you express must not put you so close to people that you lose their respect, and yet, not so aloof that your concern for others is not felt and may be challenged. Be positive, with understanding, to achieve the best results.

THE USE OF PRAISE

Praise, when used effectively, encourages performance on the part of an individual so that they become consistent with their work and increase their productivity above-average. You must be concerned, though, in how the performance is praised. Utilizing praise for the sheer sake of trying to show attention to another person is generally ineffective. It encourages others to try to please you only, without improved performance. Keep your praise under control so that it encourages productivity, and at the same time gives some recognition to the individual. Utilizing praise of a good employee too frequently, as a method of pushing or shoving others, though, is often ineffective and may result in other office workers reducing their work load accomplishments.

THE USE OF CRITICISM

Criticism can be used effectively to bring about better performance in people, but a great deal of tact is required. Remember that a definition of tact is "the art of saying the nastiest thing in the nicest way." You should suggest ways in which a job might be done more easily without putting another person on the defensive. Certainly, open criticism is embarrassing and normally will reflect on your leadership skills. If a person needs criticism, try to do it in private. After all, this is the way that you would like to be treated under similar circumstances.

In using criticism, be sure that you understand the situation before giving a constructive reprimand. It may not be as you think you saw it. Allow the other person to give his side of the story, and be sure to avoid any arguments. Arguments tend to give your personal rather than professional opinions. To be effective in getting the performance and productivity required, your discussion should be straightforward and be held in privacy. Your opportunities in getting the desired cooperation will be greatly improved.

ADMITTING MISTAKES

It is often difficult to admit you are wrong, particularly when you are in a position of authority. Most of us feel that it is demeaning and that prestige is lost when mistakes are brought into the open by admitting them. The opposite is generally the case; you are admired for your frankness and recognition of your error; your prestige has not been deflated, but inflated; your position of leadership has been enhanced as others are less likely to cover up for their own errors. Remember, that unless mistakes and errors were not made, our performance and behavior would not change. Admitting mistakes, when valid, reflects good positive leadership and will result in better relationships with other employees.

PROVIDING SATISFACTION FOR IMPROVEMENT

Job satisfaction is extremely important in the securing of good job performance. The effective leader will give each fellow worker the right to make individual judgments on the job, to follow through on items that require personal evaluation, to give responsibility in a way that when the job is completed there is a feeling of accomplishment. People in leadership positions enjoy the satisfaction of working with and directing other people. Each productive employee enjoys the same thing.

THE RESPONSIBLE LEADER

Maintaining a positive leadership attitude in working with other people is a full-time activity. You must not become so dictatorial in your job that it offends others or they become so dependent on your decisions that they cannot function without your approval. On the other hand you cannot take a strict hands-off position as this can cause a deterioration of work performance and a feeling of lost direction among those reporting to you. For the best results, maintain a proper balance between the two approaches--

walk the balance beam with precision. The results will be one of satisfaction in working together, as each person is allowed to play a part in the responsibility of decision making. If you are successful in this effort, it will be noticed in the attitude of your fellow office workers. Cooperation on a full-time basis is required by all involved in the effort. A sound approach that allows this cooperation to develop will result in the highest efficiency and job productivity.

TIME UTILIZATION

Often, when working with others, there does not seem to be enough time in the day to complete everything that needs to be done. Yet, it is probably more important for good leadership response, to be fully organized and plan your days activities in detail. In this way, leadership attitude remains consistent and productive.

The keys to good time utilization would include the following: First, analyze how your time is being spent; second, organize your days activities to allow for the most important work; third, plan your schedule in detail so that all aspects of the identified work may be completed on time; fourth, manage the activity so that a realistic schedule is followed, delegation of work is done, and duplication of effort is eliminated; and fifth, establish a systems approach to getting all work in the department completed within a definitive format.

The positive leader can improve planning and time utilization by following these simple steps outlined by the Bureau of Business Practice in their book entitled, The Standard Manual For Supervisors.

First Step:	List all the different things you do. Perhaps the easiest way to do this accurately is to keep a day-to-day record for a week, adding to this list any tasks that you do only occasionally.
Second Step:	Figure the time now spent for each job - the average time under normal circumstances.

Third Step: Classify all the things you do according to their importance -

1. Those that are essential for you to do every day.
2. Those that are essential at definite, stated intervals.
3. Those that are essential but come up at unpredictable times and take an unpredictable amount of time.
4. Those that are advisable and important if you can find the time to do them.
5. Those that may come up as emergencies.
6. Those that require time in planning and analyzing.

Fourth Step: Look for duplications of effort and eliminate them. If you apply work-simplification techniques like eliminating backtracking and replacing outmoded, time-consuming methods, you can streamline your working habits.

Fifth Step: Study your tasks to determine which of them can wholly or partly be delegated to others. You may have many people who are qualified to do some of the detailed, repetitive jobs that are taking up so much of your time.

Sixth Step: Adjust your estimate of the time it takes to do the various tasks according to your streamlined methods.

Seventh Step: Make yourself a realistic timetable. Provide time for the essentials first, then for emergencies. Try to leave some unscheduled time which you can devote to important work that formerly was rushed or neglected, or required after-hours work. Try also to leave time for long-range planning and thinking.

Eighth Step: Make alternate plans for any disturbances to your schedule that may result from emergency situations. Take a good second look at those "emergencies." You may be able to eliminate them completely with better planning and forecasting.

Ninth Step: Set the plan in motion, reviewing it from time to time to make corrections and revisions.

BUILDING COOPERATION

Cooperation between people is developed in several ways. A realistic attitude must be used so that the work routine is not compromised by unsolvable situations that may develop. Opportunities should be provided to people so that the best job satisfaction can be realized and high productivity accomplished. Be sure to keep adequate control of yourself in working with others on projects; plan and maintain a people-relationship rather than a task-relationship. Your concern for others will simplify the tasks at hand, secure better cooperation and help in the process of mutually analyzing and clarifying situations requiring attention.

IMPROVING PERFORMANCE

We have directed our discussion to several ways in which job performance may be improved through better relations and attitudes with your fellow employees. Certainly developing your own personality is one of the most important ingredients to good attitude. Your personality is simply a reflection of your background and the habits that have been formed through a series of experiences. Your personality is not easy to change, but it can be done with some effort. Your fellow employees will respond more diligently and work with greater cooperation if they like you as an individual. This reflection is normally seen in your personality. Measure your attitudinal effectiveness through conducting a self-analysis and self-appraisal. If your personality needs to be changed, make the effort to do so.

A second way to improve performance is through the avoidance of defensive attitudes. A positive approach to differences that may develop between yourself and fellow employees normally creates a more favorable climate for action. Remember the attitude you have and display toward others will directly affect the productivity of your fellow employees. Be positive in your attitudes. Little is accomplished by setting up defensive positions. Always consider the other person and how you would react in a similar situation. In this way, you will be able to instill respect and develop a more positive position for cooperation. The end result will be to improve performance.

ASSIGNING TASKS

In your efforts to secure cooperation and productivity, you must be cautious about how assignments are made. Schedule your assignments with care and do not always assign the most difficult or least attractive job to the same people. Keep a diary of activities, tasks and assignments given to others, so they are fairly shared by all with the same skills. Identify the least attractive tasks that need to be done. Give other employees a chance to help in the planning of particular job activities and work assignments so that they will feel they have played a part in the decisions made. Concentrate your energies on people awareness, how they respond and in what areas they are most responsive. In assigning tasks, keep in mind the people you are working with and detail backup procedures in the eventuality they are needed. Good planning calls for this action. Little is gained by applying constant pressure to every job. Be consistent in your planning and assignment of activities in order to gain the best cooperation, respect, productivity and good attitudes among your fellow office workers.

INDIVIDUAL ACTIVITY

Read the text materials for Session 3 that immediately precede this page. Be prepared to discuss elements of this program within one-half hour in a group discussion led by the class instructor.

REVIEW/RESPONSE WORKBOOK ACTIVITY

1. We spoke of the use of praise as a technique in working with people to improve their performance and productivity. What was meant by not utilizing excessive praise with good employees as it could result in other employees reducing their work load accomplishments?

2. Can you give an example where admitting a mistake would have been far more effective in setting up good, positive leadership attitudes?

3. What was meant by the balance beam example? Can you think of a situation where this technique is effectively used?

4. Discuss what is meant by time utilization and give some examples of how this approach can be used effectively in your office or Agency for improving positive leadership attitudes toward others.

5. Discuss how the improvement of one's personality can have a direct affect on improving work station performance and productivity.

6. What techniques would you use in assigning tasks and other activities to people in your office or Agency if you were a supervisor?

Session 4

THE INGREDIENTS OF LEADERSHIP

Leadership, because of its complexity, is not always easy to define. Any leadership position, though, can and generally has some well defined parameters. Often a job description helps to define the extent of duties in such detail that their is no mistaking the leadership function. If it is not, then there are some basic skills that you should be aware of in becoming an effective leader of people.

BASIC SKILLS FOR EFFECTIVE LEADERSHIP

Managing time is vital in your role as it will help you to accomplish the myriad activities required of an active leader. As we discussed in Session 3, the organization of time is one of the most important imperatives of a strong leader.

Making decisions is equally important to have as a basic skill. In a position of leadership, you will be called upon to ask strong questions that will help you make decisions. You will need to know techniques in defining problems, establishing alternatives and making final conclusions and recommendations. Your decisions, even though made with the help of your fellow workers, will have a direct bearing on the success or failure of projects. Making decisions is an action oriented activity.

Improving productivity of the office staff is another responsibility of the good office leader. If jobs are not completed on time and within budget, then it is your job to see that the routine is changed to accommodate work loads. The productivity of an office work staff hinges on many things, but most of all upon the qualifications of the leader to effect the decisions required for the staff to perform.

Influencing actions of others is needed to gain improved productivity, to meet the goals of the department or Agency and to bring about needed cooperation. The influence that you have on others will make the difference between a strong or weak operation.

Goals and objectives is another basic skill of the strong leader. Effective leadership requires that the goals and objectives of the department or Agency be laid out well in advance so that the various members of the office staff can plan their schedules to accomplish the activities outlined. Without goals and objectives, the direction needed for action oriented activity is less than effective and control of productivity is reduced to a minimum.

Delegation of responsibility is equally important when compared to the other basic skills listed. A good leader always delegates work after the establishment of guidelines and purposes. If fellow workers are in on the planning of projects they will be more cooperative and will accept the responsibility of the project more willingly.

The strong application of these basic skills is required to overcome the effect of Parkinsons Law, which simply stated is that "work expands to fill the time supposedly available for its completion." If Parkinsons Law is allowed to exist within an office environment, all office function, routine, cooperativeness and productivity will be reduced. You must be on guard to recognize these signs and bring corrective action if such a situation should occur.

THE NECESSITY FOR COMMUNICATIONS SKILLS

When we speak of communications we all exhibit different reactions; some feel that effective communications is probably the most important of all skills the leader has to use in working with other people; others don't understand its importance and do a miserable job in communicating with people because they do not take the time to utilize communications effectively. How often have you said, "Why didn't she tell me that to begin with? I would have the job done by now." Communications do play an important role in our activities in working with people in the office, at home and in the community.

Communication skills are used most frequently in the office through speaking, writing or listening. Interpersonal communications, which are used by each one of us as we do our work, generally includes speaking and listening. Writing is normally classified as written communications and is more definitive as it is placed on paper for others to see and relate to.

A successful leader must utilize words carefully when guiding other people. To succeed in accomplishing a given project, the words chosen for use must convey information in a way that the receiver understands and is willing to cooperate in the project activity. As is stated in the Bureau of Business Practice book, The Standard Manual for Supervisors, Page 91, "you'll increase your ability in spoken communications if you...

1. Choose the right words to assure that your motives will not be misinterpreted.
2. Tell why action is necessary as well as what the action should be.
3. Plan ahead when you give instructions to be sure that what you say is clear to all.
4. Use enough words to be sure that your entire message is understood but not so many that you become boring.
5. Convince your workers that it's smart to ask questions when they do not understand instructions.

6. Show a positive, warm attitude that will inspire a person to listen attentively."

The development of listening skills is as important for use as skills in spoken communications. Listening skills are not easy to develop as we all have the facility to think faster and absorb information quicker than we are able to speak it. To be effective in spoken communications then, you must be sure that when you send a message to another person that it has been received and that action will take place. Too often, time prevails and the message between sender and receiver is garbled. In a like way, as a leader, you must develop your listening skills to be sure that all messages sent your way are properly received and recorded. Far better communications between you, as the leader, and other members of the office staff will result if attention is paid to all communications -- spoken, listening and written. And, of course, to achieve the best understanding, be sure to get feedback.

In this way you will be able to determine if your message was received and if action will take place.

OTHER LEADERSHIP SKILLS

There are other skills that you should have in working effectively with people. Some of these skills will require your using knowledges and techniques you have already developed in enhancing your ability to accomplish given activities. For instance, from time-to-time you will be involved in giving guidance and counseling to members of the office staff. This activity will require the use of effective communications skills to bring about the best counseling session. Your guidance and counseling may be as simple as helping to reidentify a particular task to be accomplished, or it may involve a personal problem of one of your staff members, or it could be an annual review. In any of these cases, careful and consistent utilization of technique and skill approaches must be used to effect the best results.

Other leadership skills include the encouragement and development of initiative in your fellow office workers; the recognition and implementation of creativity so that work can be performed in ways other than those established by standard office procedures; the development of cooperative contributions by the department staff and their recognition in meeting the goals of the Agency;the effective use of patience in the development of people so that they perform against logical judgments rather than emotion; the development of sufficient skill in working with people to influence and effect change when required and needed.

SPECIFIC ABILITIES

The specific abilities needed by an effective and efficient leader are endless. There are some though, that seem to stand out and are vital for building your flexibility and strength in working with people and achieving departmental and Agency objectives and goals.

The strong leader, then, should have the ability to:

1. Be efficient, but have the consideration to recognize the talents and skills of others even though they may not be the same as his own.
2. Assess the contributions of the department as related to the activities and accomplishments of the whole Agency.
3. Emphasize the "we" complex rather than "I".
4. Use tact in working with fellow employees and counseling diplomacy when required.
5. Develop an environment of cooperation among fellow workers.
6. Plan and organize.
7. Encourage problem-solving and decision-making.
8. Use praise and rewards effectively in encouraging cooperation and improved morale in fellow office workers.
9. Change attitudes in both himself and others to reach identified objectives and goals.

10. Train others in techniques, methods and skills needed for job proficiency.
11. Gain respect from his fellow workers for his actions and methods of treating each situation with consistency and fairness.
12. Delegate work when required to accomplish given tasks.
13. Use logic and not emotions in making decisions.
14. Develop effective time management.
15. Design the most effective personal style to accomplish leadership goals.
16. Motivate others' activities and actions in accomplishing departmental and Agency goals.

Session 5

THE METHODOLOGY OF LEADERSHIP

We have been discussing in each of the preceding sessions methods and techniques that can be used in working with other people. By utilizing these approaches you can become a better communicator, a better producer and more effective in getting things done whether one person or several people are involved.

Several areas, yet to be explored and discussed in this session, will further enhance your chances of working with people even more effectively.

PROBLEM SOLVING

In the solving of problems that may develop among your fellow office workers, utilize the expertise you have been exposed to and have developed in working with people: Criticize in private; keep your criticism to the topic at hand; don't be harsh in your criticism as this will hurt morale and ego; be sure of your facts before being critical. A technique to use is that of mentioning some good things that have been done by the individual before you begin a constructive reprimand. If the person feels you are criticizing to help her do a better job, then there is little loss of self-esteem on either side.

Problem solving, when done properly by the astute leader, prevents further problems from occurring. Since most problems originate with people, the effective leader is constantly on the outlook for problems that may occur, so that they can be prevented in advance. You should be aware of dissatisfaction in your fellow office workers and develop a sensitivity to their comments and moods. If you spot a situation that is different from the normal routine, get to the cause of the problem immediately to prevent it going further.

In solving problems, you need to become an observer of other people. If you suspect there is a problem, try to uncover what it is yourself before asking what is wrong. If you know in advance what the problem is, and have a possible solution, you have moved very close to solving the problem. Never let problems continue as they will be more difficult to solve the longer they exist. Remember that it takes far less time to prevent a problem than to solve one. The productivity lost in the meantime can never be recovered.

USE OF QUESTIONING IN SOLVING PROBLEMS

There are several techniques that can be used in determining what has caused a particular problem through questioning. Probably the questioning technique most frequently used is direct questioning. If the questions asked, using the direct method, request an expansion or further explanation of a point then they can be most effective. Unfortunately, the direct question often is used in a critical way to solicit information and to drive home a point. It accomplishes little more than antagonizing the situation. The direct question should normally not be used until sometime has been spent in getting a complete expression of feelings and opinions from others involved.

A far better approach to solving problems may be realized by using the open question. The open question allows you to present questions that cannot be answered with a yes or no. Since this questioning technique will not allow a person to respond with a yes or no answer, further information is secured. For example, if you started a qeustion with--What do you think of--the person would need to elaborate on how he felt about the situation. The advantages, then, in using the open question, are that you show interest in the other person; it makes the other person more comfortable because you are asking him for his opinion; it gets him to think out the reasons for the problem; you get to know more about his feelings and how he feels about the situation.

A third approach that can be used most effectively, but requires far more expertise in its utilization, is the indirect question. This type of question has three basic elements: It sets up a situation where you agree and accept what the other person is saying without any argument; it allows for clarification of something said; it provides for the asking of questions through reflection--repeating or rephrasing something that has just been said in your own words of what the other person is trying to say or seems to feel. Two important aspects to this type of questioning is that of listening very intently and then picking out or selecting those areas of discussion that need further amplification. The advantages in using this technique in solving problems are: It avoids arguments since you have to accept everything that is said; it indicates that you understand everything that has been said--if you are incorrect, the other person will correct you; by sharing feelings about a problem you are more likely to solve it; it makes the other person feel important and he feels he is playing a part in solving the problem and helping with decision making.

A fourth method of questioning is that of using the eclectic approach. This method provides for your using the best of all the other methods of questioning and mixing them together to help in the solving of a problem or in the prevention of further problems.

PROBLEM PREVENTION

In a further consideration of problem prevention, you should constantly be on the alert to individual problems that may occur within the office. Determine what the causes for dissatisfaction are and select a method to prevent a recurrence of the situation. Spend sometime thinking about the behavior of other people in the office, determine their behavior identifications and then utilize sensitivity techniques in helping to solve and prevent further problems. The materials presented in Session 2 will help a great deal in overcoming future problems in the office. Remember, your effectiveness as a leader and worker with other people is dependent upon your analysis and approach with others in the office. Problems only develop with people and can be solved only through cooperation and understanding between people.

MOTIVATING FOR CHANGE

The only thing we can really be sure of in life is change. In considering methods used in good leadership, the technique of bringing about change is one of the most important. People, whether in the office, at home, or in the community by nature resist change. This resistence is generally caused because people are happier with the status quo--they prefer staying with familiar routines.

It will be necessary to make changes at times--in routines, in approaches to particular problems, in positions, in equipment, and maybe even layouts and design in the office. Before changes of this type are made that will affect people, announce that a change may be needed before you make it. Spend sometime discussing the changes needed with the people in your office and what is involved with the change. Get their opinions on the change needed and what the best procedures for implementation should be. Discuss the advantages and benefits that the change will bring about. Ask them for their help and get an agreement on the procedures to be followed for implementation.

After the change is made, you may find that several of the office staff disapprove of the change and are opposed to what has been done. You should expect that this will happen. In a short time most of the people will settle into the new routines of the change and will forget the problems that seemed so real a short while ago.

The most positive methods that can be used in motivating for change include: First, develop a plan of action; second, present the plan to your fellow office workers; third, secure their opinions and cooperation in bringing about the change; fourth, implement the plan; fifth, review the change for its effectiveness and for any personnel problems that could occur.

PARTICIPATION AND INVOLVEMENT

To become a truly effective leader in working with other people, you must establish your objectives so that a plan of action can be followed. A good leader cannot secure cooperation and sincere help from his fellow workers unless objectives have been clearly defined and a plan of action laid out so that everyone knows where he is going. These objectives need to be in writing, not just in your head.

A second function of a good leader is that of identifying and utilizing staff abilities. Too often situations will occur where a plan of action is delayed because a job was assigned to the wrong staff member--a person with abilities that did not match the job requirements.

The good leader will utilize the help of fellow office workers and get them involved in the tasks at hand. The opinions of others are important as they feel they have made a contribution and are, therefore, more likely to perform to top productive standards in getting the job done on time. By using the opinions of others, people are more likely to respond to situations with greater urgency.

Finally, the methodology of leadership requires the apt leader to use manipulative delegation of tasks and assignments. The utilization of this technique must be so soft that those being asked to perform particular functions are not aware of the manipulation taking place. This manipulation is possible only by applying the many techniques presented in this and previous sessions. The effort must be continuous in the working with people and the delegation of assignments. People must feel good about the things that they are asked to do. A good, effective application of leadership skills can bring this about.

LARGE GROUP ACTIVITY

You will be shown the second part of the film, "The Engineering of Disagreement," and you will need to respond verbally to the first five situations that are presented to you. Additional situations will then be presented in the film and you will need to respond to them below.

1. Oh that! We tried something like that three years ago and it didn't work then. WHAT WOULD YOU SAY?*

2. That sounds good in theory, but these things never seem to work out in practice. I doubt that the idea will work. WHAT WOULD YOU SAY?

3. I am just loaded with work. How can you ask me to take this on? I just haven't got the time. WHAT WOULD YOU SAY?

4. We can't do it! You just don't understand. You don't have to live with these people five days a week. Let's discuss it some other time. WHAT WOULD YOU SAY?

5. Well, I certainly appreciate all the information you have given me and I am sure I understand your idea. I would like to take some time to think it over. I'll give it a lot of consideration and let you know. WHAT WOULD YOU SAY?

*These five questions were adapted from the Instructor's Manual accompanying the film, "The Engineering of Disagreement," Page 15.

INDIVIDUAL ACTIVITY (#1)

Respond to the following questions as related to your understanding of the concepts presented in the film, "The Engineering of Disagreement."

1. What are the mistakes that Mr. Sawyer made in the first interview?**

2. What are some of the specific things he said which seemed to create the largest barriers to agreement?

3. What facial expressions, voice inflections, or gestures on the part of Mr. Sawyer further blocked agreement?

4. In what ways do each of the three techniques; Open Questions, Reflection, and Directive Questions, contribute to overcoming barriers to agreement?

5. What differences did you notice between the first and second interview?

6. What is the significance of the two-way mirror?

7. How do the principles and techniques shown in the film relate to your job or activity?

8. Are these principles and techniques applicable in other than job situations? Give examples.

9. Why is it important to understand the other person's point of view in order to obtain agreement?

10. Armed with an understanding of the other person's point of view, how can you proceed to get agreement?

11. Describe a situation you normally encounter where these techniques may be applied.

12. Why do you think these techniques are not used more frequently?

**These 12 questions as used are from the Instructor's Manual accompanying the film, "The Engineering of Disagreement," Page 13.

INDIVIDUAL ACTIVITY (#2)

Discuss in detail the following proposition as related to Session 5.

> Assume that you are a supervisor of 25 people in the Agency in which you work. You need to promote and implement a major policy change that will directly affect each one of the 25 people. You know that the majority of the people are going to be opposed to the change. You need their cooperation and effort in order to prepare and implement the change. Discuss the procedures that you would use to bring about the most favorable solution to this problem.

Session 6

HOW TO APPLY LEADERSHIP IN BRINGING ABOUT EFFECTIVE PROCEDURES IN THE OFFICE

Leadership is one of the most effective ways to move a group toward achieving a given objective. Leadership triggers the will-to-do; it transforms lukewarm desires for achievements into an eagerness for successful accomplishments.

A governmental secretary/supervisor is continuously confronted with a multitude of office problems, many of which can be solved by the application of standards, work simplification, human value engineering, and delegation. The successful application of these elements requires effective leadership--and there is really no adequate substitute for it.

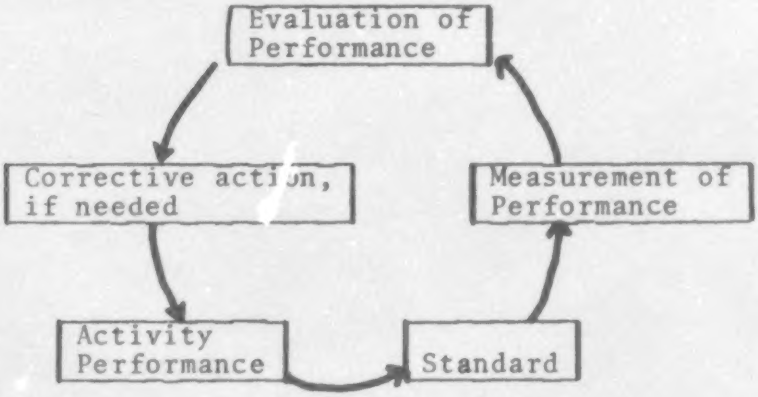
STANDARDS

Office procedures and practices which can be standardized can be grouped under two headings: (1) methods standards, and (2) work standards.

Methods Standards. Business machines, furniture, forms and records, supplies, and working environment are areas in which standardization can be particularly useful in the office.

Standardization of methods can produce genuine office economies without loss of quality or effectiveness. Moreover, work standards can be set once methods have been standardized.

Work Standards. The concept of work standards is shown graphically below.


Evaluation of Performance
Corrective action, if needed
Measurement of Performance
Activity Performance
Standard

Beginning from the lower-left box, the office activity being performed is compared with the standard, which results in the measurement of performance of the activity. Performance is then evaluated by comparison which shows whether the performance is above, below, or the same as the standard. This differential, in turn, sets forth the amount of correction necessary to modify future performance, or, if necessary, to revise the standard.

The most common kinds of work standards are: (1) quantity standards, which evaluate performance in time units; (2) quality standards, which measure the acceptability of performance; and (3) priority standards, which are used to schedule work in the order of preference.

Work standards should be set at a level of performance that can be reached by an employee doing slightly above-average work. Standards must be acceptable to the employee, and they must be flexible enough to meet a variety of situations.

In order to accomplish office work with prescribed time limits and budget costs, there must be a balance between the amount of work to be done and the number of employees required to do the work. These two factors must always be carefully considered when setting office work standards.

In every office there are instances where the use of office work standards may improve a certain operation but where the increased efficiency cannot be justified in terms of costs. Also, the use of office work standards is questionable whenever operational efficiency is achieved at the expense of employee morale.

The engineering approach to setting work standards is a process that breaks each job down into job unit elements and sets time standards for each separate unit. Time standards for office jobs or tasks are usually shown in a certain number of units completed in one hour.

Once work standards for office jobs have been carefully set and approved by the office employees, the usual effects are greater production, an exposure of lazy and incompetent employees, and an improvement in employee morale.

Effective use of standards can increase the efficiency of performance, improve the quality of work, ensure a more uniform product, and increase the effectiveness of both the office employee and the supervisor.

Office activities that can be measured and that are subject to work standards include addressing mailing lists, machine calculation, check writing, dictation and transcription, typing, duplicating, filing, and mail handling.

WORK SIMPLIFICATION

Work simplification is an organized plan of action to eliminate waste of material, equipment, time, energy, and space in the performance of office work. The process consists briefly of recognizing a need for improving the efficiency of an office job or task, breaking the work down minutely into its elements, questioning each detail for effectiveness and necessity, developing an improved method for doing the work, and then applying the new method.

HUMAN VALUE ENGINEERING

Value Engineering is a systematic, creative approach used to solve problems and to evaluate office efficiency; it attempts to eliminate excessive or unnecessary costs without reducing neither quality nor reliability. The Value Engineering Job Plan consists of five phases:

1. The Information Phase. Each problem requires a phase in which all the facts are clearly determined.

2. The Speculation Phase. Create many new ideas for solving the problem by making use of the brain-storming method.

3. The Analysis Phase. Analyze, weigh, and refine the ideas generated during the speculation phase with regard to cost, function, and feasibility.

4. The Decision Phase. Take the best ideas and plan a program to obtain the information needed to develop these ideas into sound usable solutions.

5. The Execution Phase. Sell the idea or proposal to the Director.

DELEGATION

Delegation is the process of entrusting specific work or tasks to another person, and the job to be done and the expected results of performance are mutually understood. The ability to effectively delegate details to subordinates is a mark of good leadership. The supervisor must delegate many lesser or routine tasks to subordinates in order to have more time for planning and supervising. Moreover, delegation is a form of insurance that the office will run more smoothly and efficiently when the supervisor is absent. Effective delegation will also increase the morale of subordinates by strengthening their confidence and by developing their initiative and capability.

One important aspect of delegation is giving instructions accurately. This process includes explaining the job to be done in simple language, eliminating unimportant details; outlining the results expected; providing opportunities for questions; and following up detailed oral instructions in writing, including graphic aids if needed.

Session 6

SMALL-GROUP ACTIVITIES

(Four or five students per group; your group appoints a chairman.)

A. WORK STANDARDS.

Each member of your group will type addresses on envelopes using the list of addresses below. Your chairman will time this activity for 5 minutes. You will make a comparison of each person's performance with the office time standard of 85 envelopes per hour. Your chairman will then lead the group in a discussion of the pros and cons of the use of office-work standards.

1. Mr. Henry Potter, 16 Wayland Avenue, Aberdeen, SD 57401

2. Miss Alice D. Crane, 218 Mariner Street, Buffalo, NY 14201

3. Mr. Thomas S. Bardwell, Director, Credit Department, Myer Manufacturing Corporation, 4318 River Road, Vicksburg, MS 39180

4. The American Ladder Company, 3168 Bennett Street, Cleveland, OH 44133

5. Mr. Arthur W. Simpson, Homestead Department Store, Box 369, Pittsburgh, PA 15236

6. Sampson Auto Parts Company, 2713 Second Avenue, Albany, NY 12209

7. Travis Elevator Corporation, 314 West 68th Street, Chicago, IL 60601

8. Briggs & Company, 4169 Cedar Boulevard, Portland, OR 97222

9. Ranshead Manufacturing Company, 8290 North Boulevard, Cleveland, OH 44130

10. Webster Insurance Company, 1526 Hickory Road, Racine, WI 53404

B. JOB SIMPLIFICATION.

One member of your group will collate 20 copies of a 10-page report by walking around a table and picking up one page at a time. Another member will time this activity with a stop watch. Members of the group will then suggest at least three alternatives to accomplish this same task in less time. Your chairman will lead a discussion of how the principles of job simplification can be used in other ways in the office. Your group will need to define at least three common tasks in which job simplification procedures of this type can be used.

C. DEVELOPING IDEAS BY BRAIN-STORMING METHOD.

Your group will identify a specific office problem, some common task, activity, or operation that needs to be improved. Draw this problem from individual job experiences of your group members. Using the brain-storming method (Speculation Phase of the Value Engineering Job Plan), your group needs to develop and list at least three ideas pertaining to the solution of the problem. The group chairman will then prepare a brief summary of the problem and the ideas, type the list, duplicate and distribute the list to the entire class.

D. GIVING INSTRUCTIONS.

Each person in your group will select one of the following topics and give instructions to the group on procedures to be followed. Keep in mind that your instructions should be concise and clear to be easily understood by the group members.

Topics:

How to center horizontally and type the title THE ADMINISTRATIVE SECRETARY on a 3 x 5 filing card.

How to change a ribbon on a typewriter.

How to type a stencil, fluid master, or offset master.

How to assemble a carbon pack (original and two carbon copies) and make corrections on all copies.

How to correct copy that has been removed from the typewriter.

How to add or delete a letter in a typed word.

After each presentation, your chairman will lead the group in a brief informal evaluation.

CLASS DISCUSSION

1. To what extent has your Agency standardized office machines, furniture, forms and records, supplies, and the working environment? Is there currently a need for more or less standardization of methods in your office? Explain.

2. Under what conditions should work standards not be used in the office?

3. A typical standard for a Grade 3 typist/stenographer is to be able to type 40 words a minute and to take dictation at 80 words a minute. In what respects are such standards not dependable?

4. Surveys conducted by the Administrative Management Society and others reveal that over three fourths of the companies in the United States do not measure their clerical output in any manner whatsoever. How do you explain this failure to establish work measurement programs in most offices in the U.S.? Why has work measurement progressed more rapidly in the factory than in the office?

5. From the point of view of the office assistant or governmental secretary, is standardization of office work desirable? Why?

6. Evaluate the following statement: "It is not possible to measure work that involves creativity and decision making."

7. It has been estimated that about 80 percent of all office work is productive effort that can be accurately measured. What office activities cannot be accurately measured? Why?

8. The speculation phase of the Value Engineering Job Plan endorses the use of the brainstorming method to create new ideas. What is brain storming? Can brain storming be effectively used to increase office efficiency?

9. Evaluate the following statement in connection with the delegation process: "A good office supervisor is one who goes around with worried looks on the faces of his subordinates."

10. Evaluate the following statement: "If you want to be a successful office assistant or secretary, learn how to give accurate instructions to other employees."

Session 6

STUDENT EVALUATION

1. Office Work Standards and Measurement.

You have been asked by your boss to discuss with the various departmental secretary/supervisors the feasibility of setting clerical work standards in your Agency. Sally Jones, long-term secretary/supervisor, states: "If you told any of my workers how much they had to do each day, each of them would have a negative attitude toward their job and the result would be poor morale throughout my department." What is your reaction to this statement?

2. Work Simplification.

Once a year, your office must type 600 original copies of a standard form letter. It now takes three clerical typists five days to complete this job. Assume that each typist is paid $2.10 per hour for an eight-hour day. A punch-tape automatic typewriter can be purchased for about $4,000. Would you, as secretary/supervisor, recommend the purchase of the automatic typewriter? Give costs to support your answer. If you decide not to purchase the automatic typewriter, what other alternatives might you consider to save time and money to complete this once-a-year job?

3. Value Engineering.

The Director of your Agency has appointed you and several other secretary/supervisors to the Office Efficiency Committee. It is the purpose of the Committee to meet at least once a week to plan and recommend programs of cost reduction in the office. At the first meeting of the Committee, you are asked to prepare an outline of a systematic approach to creative thinking that the Committee can utilize in future meetings. You decide to recommend the Value Engineering Job Plan to the Committee. Briefly outline the five phases of the Plan.

4. Delegation and Giving Instructions.

Mary Smith was promoted one month ago to the position of administrative secretary in a five-girl office. Since that time she has gradually become overburdened and involved in endless work details in the office. Mary comes to you for advice on how she can more effectively use her time. What suggestions do you have for her?

Session 7

THE INGREDIENTS OF SPECIFIC OFFICE PROCEDURES

The office is in a state of transition... things have changed drastically from the days of the quill pen and the six-day week. Realizing this transition, business executives and government officials are taking a close look at their present office personnel, procedures, and equipment. Efficiency through use of advancing technology and improved methods plays a significant role in this renewed awareness of the office as a business function.

EFFECTS OF TECHNOLOGY ON THE WORK STATION

The Modularity Concept. The basic idea of modularity is to break the mold of the uniform work station to allow for individual job needs while permitting easy rearrangement of modules. Changeable, flexible, open -- these are the key words used to describe the concept of modularity. Some of the features that make the modular work station more functional than the conventional work station are: (1) hidden valets that attach to free-standing panels or compartments within the panels to store raincoats and other personal items close to their owners; (2) rounded corners on furniture insure less snagging and bumping; (3) electrical and telephone wires are led through channels or guides to conceal and keep them out of the worker's way; (4) hook-on lights attach easily underneath shelves added above the desk surface; (5) the discovery of functional space above the desk level has led to whole systems of shelves, drawers, and cabinets which may be hung on panels over the work surface; (6) free-standing panels absorb sound, brighten the environment, and give employees a degree of privacy; (7) roll files under the desk can be used to store frequently used items; (8) desk drawers are being designed to allow filing and storage space to be individualized to the employee's specific needs; (9) electric pencil sharpener, collating tray, stapler, and other office tools are being built into the work station; (10) remote control equipment can be planned to meet work needs; and (11) chairs come shaped according to work needs.

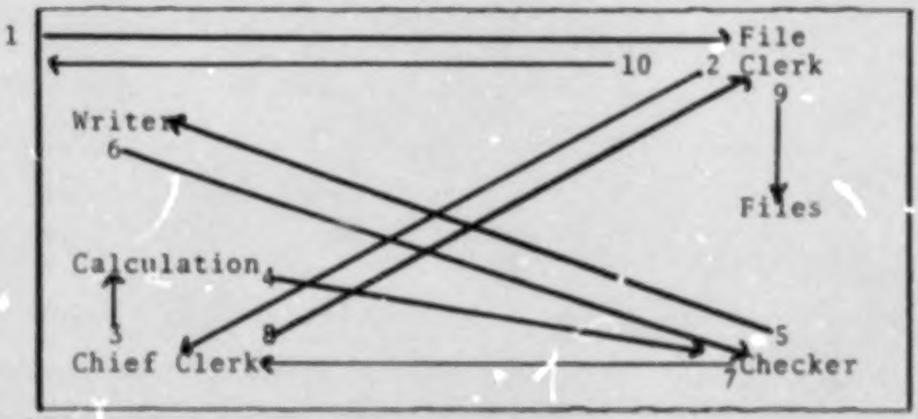
Human Factors Analysis. Technological advances are changing the function of the office. Research is now underway by many office furniture manufacturers to find out how office furniture can contribute to employee efficiency and lower cost while providing a more responsive, human-oriented environment.

WORK FLOW IN THE OFFICE

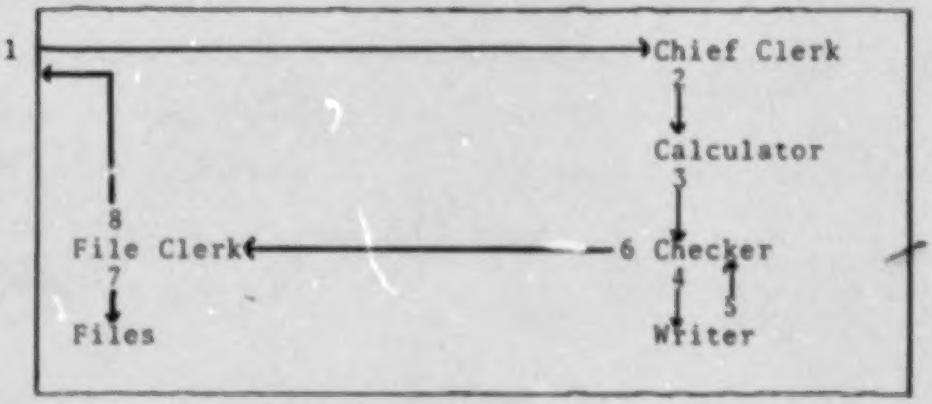
Office Layout. Proper office layout--the arrangement of furniture, equipment, and machines--is a necessity for the effective performance of office work. The flow of work or material through and between departments requires careful analysis so that there may be a minimum amount of travel from desk to desk and from one department to another. Activity relationships must also be carefully analyzed in order to get close together those activities that should be close.

In the following diagrams, note how the work flow has been substantially improved by a simple rearrangement of work stations, equipment, and machines.

BEFORE: Note Backtracking*


1
File Clerk
10
2
9
Writer
6
Files
Calculation
4
3
8
5
Chief Clerk
Checker
7

AFTER: Straight Flow of Work*


1
Chief Clerk
2
Calculator
3
8
File Clerk
6
Checker
7
4
5
Files
Writer

---

*Idea from Terry, George R., Office Management and Control, Irwin, Inc.

Desk Management. Good desk management is the trademark of the efficient secretary. The key to getting off the paperwork treadmill is to develop a systematic method for handling the paper mountain that flows in and off one's desk. Here's what you can do:

- Use an IN-OUT Basket. The top tier of a two-tier basket is marked "IN" and should be used for incoming mail and material. The bottom tier is marked "OUT" and contains outgoing mail and material. At least once each day, remove all items from the "IN" basket, determine the work priority and disposition of each item, and place items to be processed in the proper folder in either the work organizer or the tickler file.
- Use a Desk Top Work Organizer. A work organizer is a desk-top device with multiple open compartments designed to hold file folders, working papers, and reference books. Label a red folder "TOP PRIORITY" and place it in the left-hand compartment.

This folder will contain items that need to be processed immediately. Take a blue folder, label it "PENDING," and place it in the next compartment of the work organizer. The blue folder contains items that will be processed as soon as the top-priority jobs are completed. Then take a green folder, label it "FILE," and place it in the compartment to the right of the "PENDING" folder. The remaining compartments can be reserved for work-in-progress papers and for reference books such as a desk dictionary, a secretarial handbook, a word division manual, and a work manual. During the last hour of each day, sort through the "PENDING" folder and place all top-priority jobs (items that must be completed the next day) in the red folder. Then file all papers that are in the "FILE" folder.

- Use a Tickler File. Take a file drawer in or close to your work station and mark it "TICKLER." Take 12 blue folders and label one for each month of the year. Then take 31 red folders and label them numerically--"1," "2," "3," "4," "5," right on through "31." Now take a yellow folder and label it "FUTURE," for any material that will need attention the next year.

The folder for the current month is placed at the front of the tickler file drawer. Next comes the numbered folders for the remaining days of the current month. These folders are followed by the folder for the forthcoming month and the numbered folders for the days that have been used up in the current month. Next in order are the monthly folders in sequence. The "FUTURE" folder is always the last folder in the drawer. On November 5, for example, the folders in the tickler file drawer should be in this front-to-back order: "NOVEMBER" folder; number folders "5" through "31"; "DECEMBER" folder; number folders "1" through "4"; "JANUARY" through "OCTOBER" folders; "FUTURE" folder.

At the beginning of each work day, the contents of the daily (numbered) folder are removed and placed in the appropriate priority folder in the work organizer. The now empty daily folder is then placed in its proper sequence among the other folders for the forthcoming month. As each numbered folder goes into place, check the material in the forthcoming monthly folder and put into the newly moved daily folder anything which belongs there. A word of caution: When placing material from the monthly folders into daily folders, check the calendar to be sure that you're not filing material in folders that will fall on weekends or holidays.

At the end of the month, the monthly folder itself is moved to its proper place at the rear of the monthly folders. Hence, on November 30, you place the "NOVEMBER" folder behind the "OCTOBER" folder.

In addition to containing future-date work and jobs that need to be followed up on a certain date, the tickler file should be used to remind you of due dates for annual reports, supply orders, birthdays, etc. Simply write a brief note on a memo pad and drop it in the proper monthly or daily folder. To be of dependable help to you and to your boss, you must persistently check the tickler file for pending activities.

- Use of Time Schedules and Desk Calendars. Preparing and following daily, weekly, and long-range time schedules help the efficient secretary become better organized and improve the paperwork flow at her work station. Each day's activities should be noted on a desk calendar--these activities must be coordinated daily with the boss's calendar.

- Use of Work Manual. A work manual can be the secretary's most valuable reference book. A loose-leaf binder should be used to hold the pages of the manual because it's easy to update. The manual should contain detailed information on how to complete routine tasks as well as now-and-then chores.

Techniques for Increasing Productivity. Tips for making good corrections, chain-feeding envelopes, and typing cards follow this summary of Session 7.

WORD PROCESSING

Word processing (WP) is the combination of people, procedures, and equipment that transforms ideas into printed communications and helps facilitate the flow of related office work.

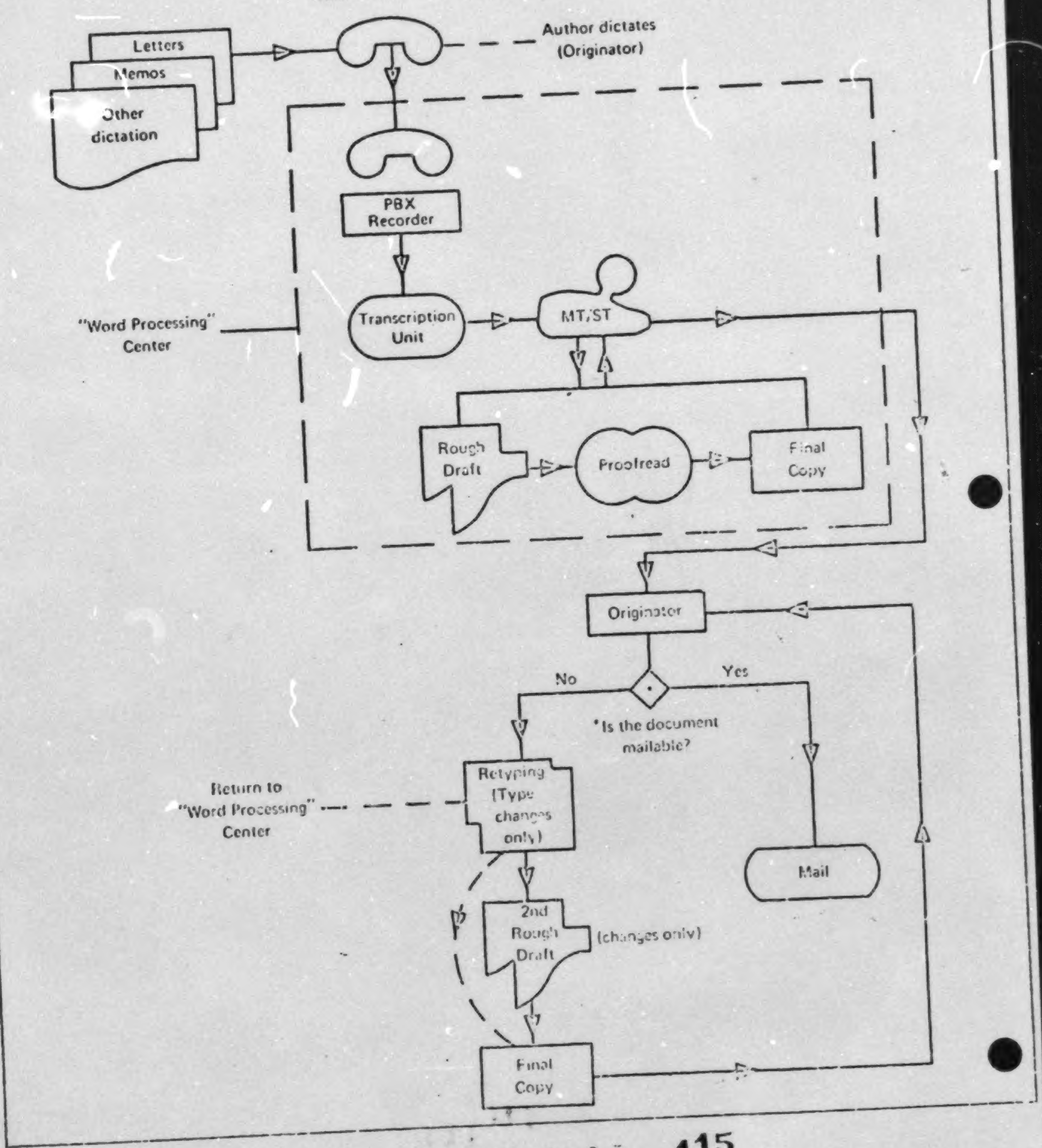
WP has taken the job of general purpose secretary and divided it into two functions--one called WP and the other is called Administrative Support. This division usually results in the formation of two jobs--correspondence secretary and administrative secretary. Tasks of the two jobs are: Correspondence Secretary -- typing, transcription, proof-reading, editing; Administrative Secretary -- dictation of routine work to the WP Center, research, record keeping, telephone, mail, reception.

In the Word Processing Center (WPC) System, the administrative secretary assembles material for her boss' dictation; the boss dictates by machine to the WPC. The receiving station in the WPC receives the recorded dictation, whereupon the WP Manager establishes priorities and distributes work to the correspondence secretary who operates the power equipment to produce transcripts. The transcripts are proofread by the WPC coordinator and then sent on to the administrative secretary for approval. After the boss signs the transcript, the WP cycle is complete.

The work flow in a WPC System is shown in the diagram on the next page.

To set up a WPC System, specific objectives must be determined, priorities and goals must be established, present operations must be surveyed, and a report for implementation must be prepared for management.

Work Flow in a "Word Processing" System

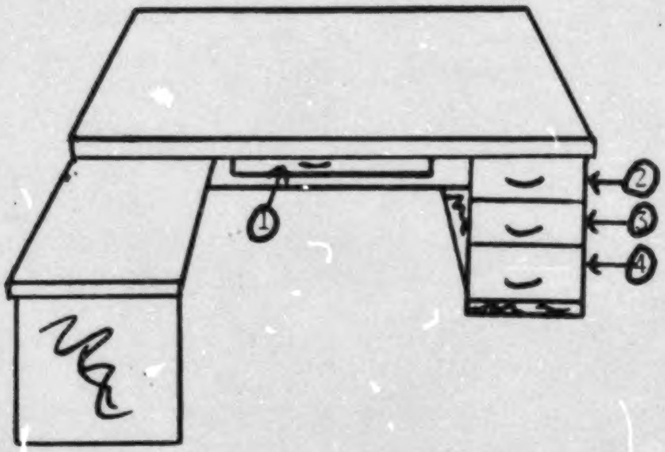

Letters
Memos
Other dictation
Author dictates (Originator)
PBX Recorder
"Word Processing" Center
Transcription Unit
MT/ST
Rough Draft
Proofread
Final Copy
Originator
No
Yes
*Is the document mailable?
Retyping (Type changes only)
Return to "Word Processing" Center
Mail
2nd Rough Draft
(changes only)
Final Copy

Source: IBM School Newsletter, Vol. 5, No. 2.

Session 7

WORKSHEET FOR DESK DRAWER ARRANGEMENT

EXAMPLE



Drawer #1. Frequently used items, such as sharpened pencils, erasers, rubber bands, paper clips, scissors, staples, staple remover, rubber stamps, stamp pad, ruler, scotch tape, etc.

Drawer #2. For stationery and forms.

Drawer #3. Infrequently used items, such as bottles of ink, glue, and correction fluid. May also be used to store work in progress, extra notebooks, etc.

Drawer #4. Use for personal articles.

IN THE SPACE BELOW, DRAW A SKETCH OF YOUR DESK DRAWER ARRANGEMENT. LABEL DRAWERS 1, 2, 3, ETC.

IN THE SPACE BELOW, LIST THE CONTENTS FOR EACH DRAWER IN YOUR DESK.

Drawer #1.

Drawer #2.

Drawer #3.

Drawer #4.

TIP 1 MAKING GOOD CORRECTIONS: ERASING

If you find error before removing the paper:

1. Roll the platen away from you so that the error will be on the top part of the platen or (on a machine that has one) on the erasing plane.
2. For machines other than IBM Selectric: Move the carriage to the right or left (use margin release, if necessary) to insure erasure crumbs falling outside the machine.
3. Hold the paper against the platen to prevent it from slipping. To avoid finger smudges, insert a 4" x 4" piece of paper between fingers and copy paper.
4. Erase each incorrect letter (use a typewriter eraser). Use a quick, light, up-and-down stroke. Blow gently as you erase to keep crumbs from gathering under eraser.
5. Line up paper on writing line and type correct letter or letters.
6. Carbon Copies: Use a soft (pencil) eraser on carbon work. Before you erase, place a stiff card or eraser shield in back of the paper but in front of the carbon sheet. This prevents marks on the carbon copy from the pressure of your erasing strokes.

If you find error after removing the paper:

1. Reinsert the paper and align it before erasing.
2. The letters i, l, and m are the best ones to use for alignment. Use the paper release lever for horizontal alignment; the variable spacer for vertical.
3. Carbon Copies: Each copy must be individually reinserted and corrected.

TIP 2 CHAIN-FEEDING ENVELOPES

1. Take a stack of envelopes to be addressed and place them face up at the left of the typewriter.
2. Insert the first envelope and turn the platen to the correct position for addressing.
3. Place the second envelope behind the platen.
4. After addressing the first envelope, twirl it from the typewriter using the right hand; at the same time, with the left hand, place the third envelope behind the platen.
5. Follow this procedure for the remainder of the envelope stack. With practice envelopes can be twirled from the typewriter so that they will fall into a box placed directly behind the machine.

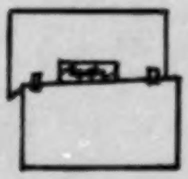
Session 7

TIP 3

TYPING CARDS AND LABELS

1. Take a sheet of paper and fold it horizontally in half.

2. Fold the upper half of the sheet down again on itself, with the second fold about 1/4 inch to 1/2 inch from the first fold. This second fold makes a pocket across the middle of the paper.



3. Place a small piece of scotch tape on each side of the pocket.

4. Feed the paper into the typewriter until the pocket appears.

5. Place the card or label in the pocket and turn the platen backwards until the card or label is in position for typing.

Session 7

SMALL-GROUP ACTIVITY

Procedure: There will be four or five students in your group; your group appoints a chairman. Your group will be assigned one of the case problems below. Your group chairman will take notes and prepare a summary statement of her group's decisions, recommendations, etc.

CASE PROBLEM NO. 1: THE OFFICE ENVIRONMENT

You are a secretary/supervisor in your Agency. You have been asked to assist in the preparation of a conference on optimizing office employee morale and productivity, a conference designed for office assistants throughout the Agency. Your specific assignment is to develop an outline on the topic "Providing a More Humane Environment for the Governmental Office Worker." To orient your thinking for this assignment, you review the cassette tape entitled The Office Environment, a documentary program produced by the Canadian Broadcasting Corporation.

---

a. What are some of the existing environmental conditions in governmental offices that need to be corrected? Why do they exist?

b. Incorporate in your topic outline a plan to remedy these conditions.

CASE PROBLEM NO. 2: WORD PROCESSING

You are the secretary to the Director of your Agency. You have been appointed to a committee charged with the responsibility of determining a better way of using existing secretaries and office workers in the Agency. Your area of responsibility on the committee has been specifically identified as developing a plan for an Agency word processing center/administrative support system. Assume that no program of word processing presently exists.

---

a. What decisions must be made?

b. What should you do to initiate a program of word processing?

c. What should you do to develop and implement the program?

d. How might your plan differ from that for a program for private industry?

e. What organizational problems do you face?

f. What obstacles can you foresee?

Session 7

CLASS DISCUSSION

Group chairmen present summary statements on case problems to entire class. Instructor leads class discussion based on group decisions and recommendations.

Session 8

SMALL-GROUP ACTIVITIES

(Four or five students per group; your group appoints a chairman. Spend about 20-25 minutes on each exercise below. Your chairman will summarize the group's solutions to these exercises and make a brief report to the entire class during the forthcoming class-discussion session.)

A. INCIDENT EXERCISE #1.

Jane Weber is the secretary to two Special Assistants to the Secretary of the Department of Transportation. Both men Jane works for do a lot of traveling. It usually works out that both men are away from the office at the same time or that they are both at the Washington office. When they are traveling, things are quiet. When they are in the office, there's nothing but chaos as Jane is faced with dozens of rush jobs that require immediate attention.

What suggestions do you have for Jane to help her cope with this erratic workload? How can she effectively deal with these "slack" and "peak" periods in order to increase her productivity?

B. INCIDENT EXERCISE #2.

Susan Drake is a secretary in the Department of Commerce and is responsible for an office staff of five. Susan notices that the girls on her staff usually complete assigned jobs the hard way. The result: Paperwork bottlenecks are the office rule rather than the exception, the cost of office operations is high, errors are above the norm, and most operations are done with excessive movement or delay. Susan believes that a program of work simplification must be inaugurated as soon as possible to achieve work improvement.

What suggestions do you have for Susan? What steps should she take to launch an informal program of work simplification in her department?

INDIVIDUAL DECISION MAKING

IN-BASKET EXERCISE

JOB DESCRIPTION: You are secretary to John Bell, Director Bureau of Training, U. S. Civil Service Commission. Your job involves various office activities such as collecting and organizing necessary materials or information for reports; maintaining a variety of office records; and processing office mail, composing correspondence, and transcribing dictation or other recorded material.

You handle telephone calls, correspondence, and personal meetings with persons in other offices in order to obtain or supply factual information. You consult Mr. Bell only when clarification or interpretation of organization policy is in question. You supervise the work of part-time employees who work for the Bureau in a variety of capacities.

THE SETTING: You were out of the office yesterday, Thursday, November 8, speaking to a local service organization about the responsibilities and duties of a governmental secretary. When you arrive at the office on Friday, November 9, you find:

1. The attached items in your in-basket.
2. Mr. Bell has left a note indicating that he will go directly to a meeting from his home. He will return to the office at 10:30 a.m. but will leave shortly thereafter for the airport. He plans to be out of the office until November 26.

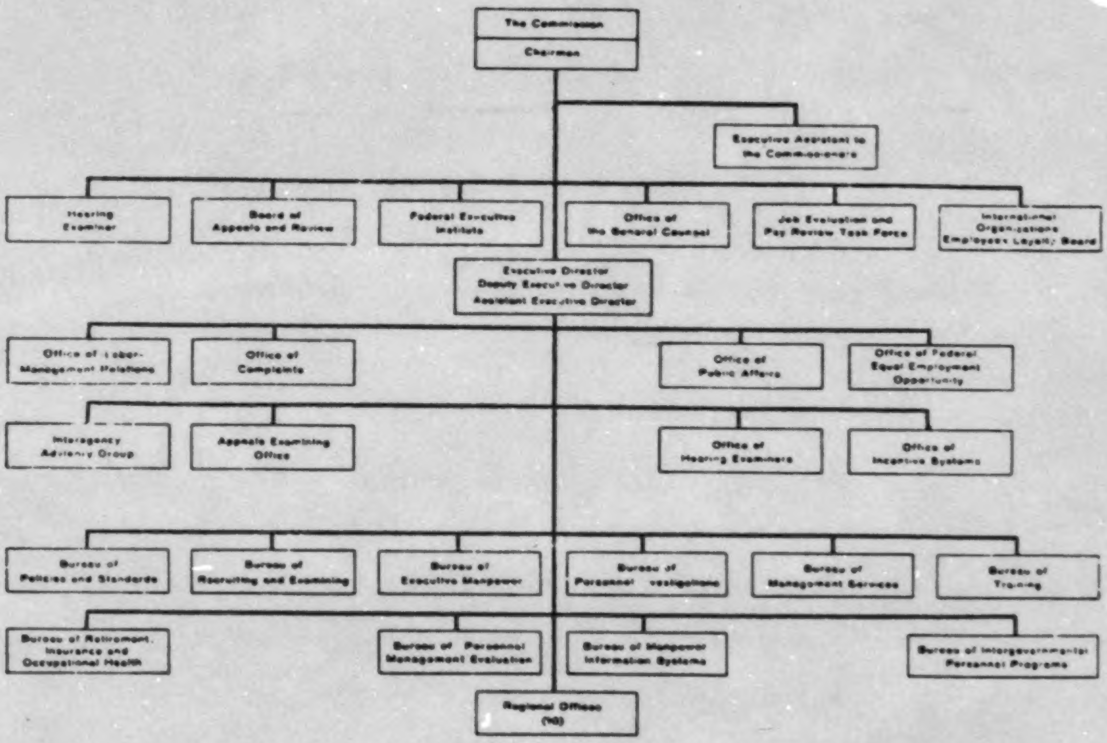
CALENDAR:

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	$\boxed{9}$	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

ORGANIZATION CHART:

UNITED STATES CIVIL SERVICE COMMISSION


The Commission
Chairman
Executive Assistant to the Commissioners
Hearing Examiner
Board of Appeals and Review
Federal Executive Institute
Office of the General Counsel
Job Evaluation and Pay Review Task Force
International Organizations Employees Loyalty Board
Executive Director
Deputy Executive Director
Assistant Executive Director
Office of Labor-Management Relations
Office of Complaints
Office of Public Affairs
Office of Federal Equal Employment Opportunity
Interagency Advisory Group
Appeals Examining Office
Office of Hearing Examiners
Office of Incentive Systems
Bureau of Policies and Standards
Bureau of Recruiting and Examining
Bureau of Executive Manpower
Bureau of Personnel Investigations
Bureau of Management Services
Bureau of Training
Bureau of Retirement, Insurance and Occupational Health
Bureau of Personnel Management Evaluation
Bureau of Manpower Information Systems
Bureau of Intergovernmental Personnel Programs
Regional Offices (10)

PROCEDURE: You should do the following things in this order:

1. Review all the in-basket items (A-L) and determine the order in which the work should be accomplished, considering factors of time and importance.
2. On the attached form, "Priority of Completion," record the order in which you believe Items A through L should be done.
3. On the attached pages that are entitled "Action to be Taken," describe the action you will take with each item. Describe the action fully, including how you will inform people of your actions and how you will handle appropriate follow-up.
4. Be prepared to present and defend your decisions during the forthcoming class-discussion session.

PRIORITY OF COMPLETION

FIRST PRIORITY

(Urgent items which raise questions that Bell must answer before he leaves town or items you must make sure are handled immediately.)

SECOND PRIORITY

(Items requiring immediate attention but can be done without checking with Bell for additional instructions before he leaves.)

THIRD PRIORITY

(Items which may be done as time permits.)

ACTION TO BE TAKEN

ITEM A

ITEM B

ITEM C

ITEM D

ITEM E

ITEM F

ITEM G

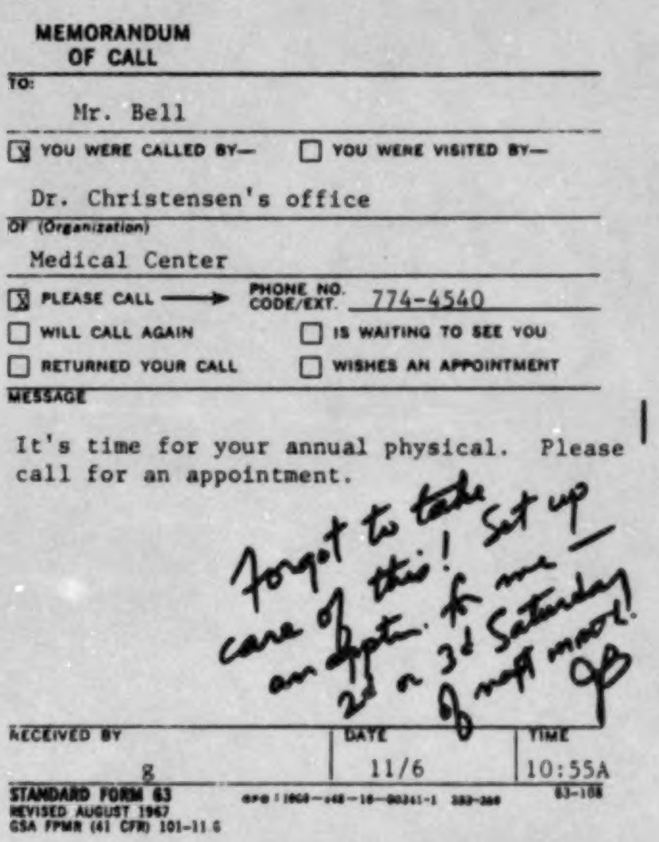
ITEM H

ITEM I

ITEM J

ITEM K

ITEM L



MEMORANDUM OF CALL

TO:
Mr. Bell

☒ YOU WERE CALLED BY— ☐ YOU WERE VISITED BY—

Dr. Christensen's office

OF (Organization)
Medical Center

☒ PLEASE CALL → PHONE NO. CODE/EXT. 774-4540

☐ WILL CALL AGAIN ☐ IS WAITING TO SEE YOU

☐ RETURNED YOUR CALL ☐ WISHES AN APPOINTMENT

MESSAGE

It's time for your annual physical. Please call for an appointment.

Forgot to take care of this! Set up an appt. for me — 2d or 3d Saturday of next month! JB

RECEIVED BY	DATE	TIME
g	11/6	10:55A

STANDARD FORM 63
REVISED AUGUST 1967
GSA FPMR (41 CFR) 101-11.6

GPO : 1968—O-48-16—80341-1 332-360 63-108

ITEM B

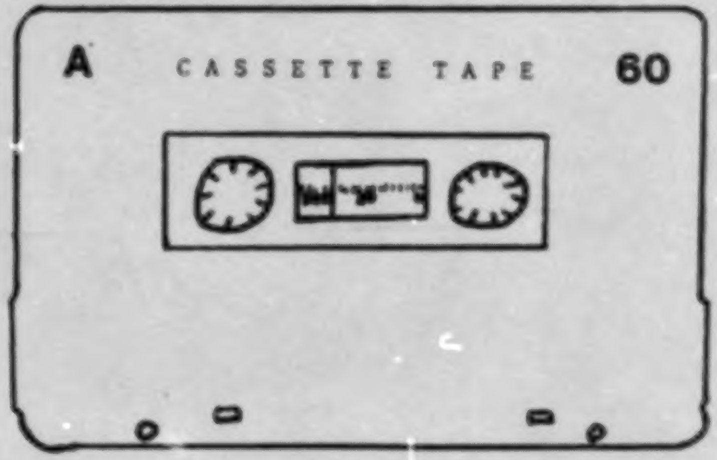
From the Desk of
JOHN BELL

11/8

I won't be able to go to the budget meeting on Nov. 16. Please send Taylor a memo to that effect.

JB

ITEM C



11/8

From the Desk of
JOHN BELL

Please transcribe:

Side A

Two short memos to Bureau employees. I want these to go out before I leave town tomorrow.

Side B

Interviews with Don Cook of HEW. Will need transcript by December 7.

JB

ITEM D

© 1973 Sony Corp. of America, 9 W. 57th St., New York, N.Y. 10019.

Truer words were never spoken.

Our BM-11 looks like a lot of portable dictating machines look these days.

End of resemblance.

The difference is in what it hears. And what you hear from it.

It has a built-in condenser microphone. Which has the peculiar ability to magnify sound electrically. So it'll pick up a whispered remark.

It has an automatic level control. So all voices come out sounding natural. (Even shouts aren't distorted.)

It uses standard cassettes, that you can find in a million stores.

The sound is clean, crisp.

You can hear who said what. (Your secretary can recognize your voice.)

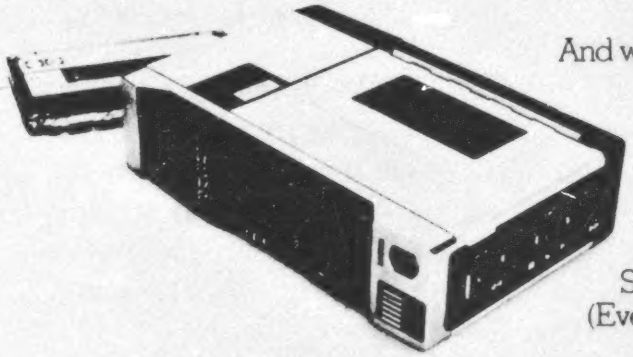
We've put electronic indexing in. So she can go to any point, precisely.

And we've built it to take hard knocks.

Because it's not just hifi, it's a hifi business machine. That you can get only at a Sony business machine dealer—a guy who knows a businessman's needs.

And that's the truth.

SONY® Standard cassette dictating machines.



Make an apptmt. with local SONY rep— sometime during 1st week of Dec., if possible. I want to chat with him about the BM-11!

SONY ANNOUNCES THE FALL OF CENTRAL DICTATION.

And the rise of a revolutionary new concept in word processing—the Sony Total Dictation System.

It's all made possible by the standard cassette.

Since it's compatible with all our dictation equipment—from the desk top unit to the portable dictating machine—anywhere you give dictation, the system can handle transcription.

And with the introduction of our RD-50 Remote Dictation Unit, Sony now has a Total Dictation System.

In itself, the RD-50 is revolutionary.

But you don't have to tear your building apart to install it. Combined with our BM-35 cassette dictating machines, it fits into any extension telephone system.

To give remote dictation, all you do is pick up the phone.

There's no waiting to give dictation.

And no waiting to receive transcription.

When you pause, the machine pauses to eliminate dictation gaps that can slow down transcription.

When you hang up, the RDT-50 transfer unit switches the next call to another dictating machine. If you fill up a cassette, you'll be switched to another dictating machine automatically.

And with the help of electronic and visual indexing, the transcriber can start to work on priority dictation immediately—insuring fast transcription and efficient work load distribution in your word processing center.

It all adds up to an incredibly flexible system that's good when you have a large office, or a small office.

A totally compatible dictation system that works for you anytime.

Even when you have no office at all.

THE SONY. TOTAL DICTATION SYSTEM.

ITEM E

10 a.m.

RECEIVED
NOV [illegible] 1973

TELEGRAM

WESTERN UNION

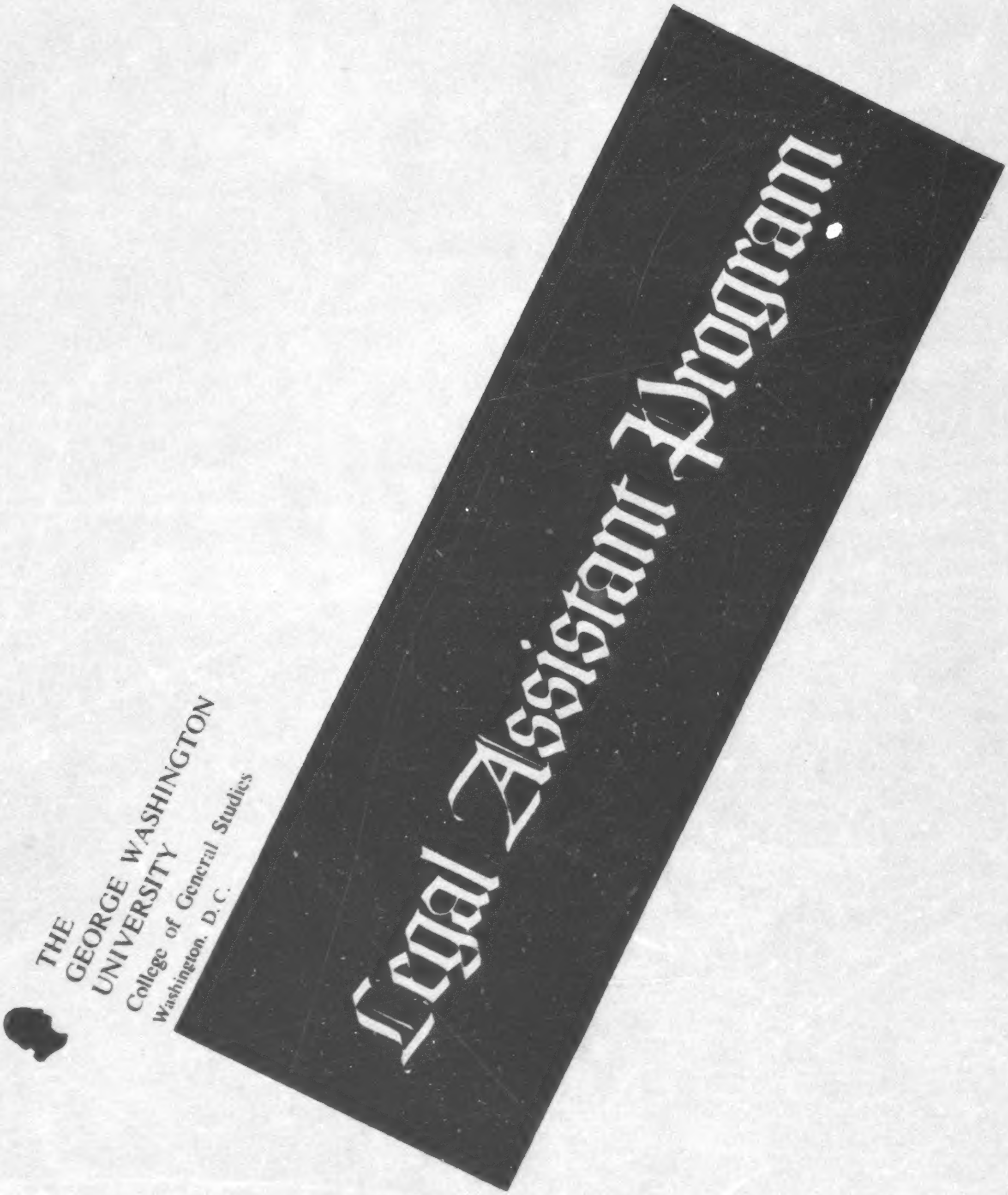
LLB187 WA234
(LL) CGN PD BW BEDFORDFORT MAINE 11 815 A EST

MR JOHN BELL
BUREAU OF TRAINING
U S CIVIL SERV COMM WASH DC

CAN YOU SEND ME FIFTY DOLLARS DAD? I NEED IT TODAY. PASSED MIDTERMS. LOVE.

DEANA

ITEM F



THE
GEORGE WASHINGTON
UNIVERSITY
College of General Studies
Washington, D.C.

Legal Assistant Program

Sealed Envelope:

DEPARTMENT OF THE ARMY
U.S. ARMY TOPOGRAPHIC COMMAND
CORPS OF ENGINEERS
WASHINGTON, D.C. 20315

OFFICIAL BUSINESS

POSTMARK

STAMP

The Honorable Bernard Rosen
Executive Director
U.S. Civil Service Commission
Washington, D.C. 20415

Prepare an abstract for distribution at staff meeting on Mon., Nov. 26. Let me see it before I leave.
JB

Video-Tape Screen Tests For Teaching Applicants?

The first step taken by a Los Angeles employment agency in finding work for its clients is to give them TV-taped screen tests. These interviews, neatly packaged on video-tape, make available to any employer, anywhere and in a short time, knowledge concerning the applicant's personality, poise, business knowledge, ability to handle himself and to communicate.*

The availability of video-tape equipment among sophisticated teacher education institutions and public school systems is not uncommon at this very moment. Campus teacher placement services could easily provide similar video-taped interviews and samples of teaching ability for each prospective teacher or teacher applicant to hiring officials everywhere. These tapes could be developed during the student teaching experience by the student teaching college personnel. Other arrangements could be devised for experienced teachers who wish to change positions. The video-tape "screen tests" for teaching applicants would offer hiring officials specific evidence of the applicant's teaching personality, poise with faculty interviewers, poise with children, and ability to communicate with children in the classroom situation, voice projection, personal appearance, interaction ability (and analysis of interaction patterns), and planning capacity. They would also show his ability to handle classroom teaching equipment, to engage in multimedia-multisensory presentations, to engage in a variety of specific mental processes and lead children to do the same, to function with a variety of teaching methods (e.g., expository, demonstrative, inquiry-discovery techniques), to function within a variety of organizational patterns (e.g., self-contained classroom, multi-aged grouping, team teaching, open classroom, open school syndrome), to discuss issues in education, and to function in a variety of specific environmental situations.

Insight into the teacher applicant via video-tape package could be enhanced with such "loaded" questions as:

What do you think of the Buffalo Braves? Bills? Sabres?

Do you like avante-garde music?

Did you vote in the last election?

Do you participate in solving problems in your community?

The possibilities are infinite for tailoring video-tape packages for teacher applicants to any situation. The human and technological resources are at hand. Why not?

—*Ned V. Schimizzi, associate professor, Department of Curriculum and Instruction, State University College at Buffalo, New York*

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*Hal Evans, *National Enquirer*, November 26, 1972, p. 2.

ITEM I

ROBERT J. CULP, M.D. 1213 N. 200th Seattle, WA 98155

November 5, 1973

2^{30} p.m.

RECEIVED
NOV 7 1973

Mr. John Bell, Director
Bureau of Training
U.S. Civil Service Commission
1900 E. Street NW
Washington, DC 20415

Dear John:

How is everything going with you? Can you realize that I have a son graduating from college? We must really be getting old!

Rob is a senior at the University of Washington and is majoring in business administration with a specialization in quantitative methods, whatever that is. He has decided that he wants to work in some phase of government research. I suggested that, for old times' sake, you might be able to set up appointments for him with the proper government officials.

He plans to be in DC during the quarter break. He will be in your office on Tuesday, December 18.

Anything that you can do for Rob will be much appreciated. Maybe I can give you some help some day.

Cordially yours,

Rob

Remind me to write a response to this letter when I return to the office.

JB

MEDIA SYSTEMS INC. 37 W. 72nd St. New York, NY 10023

November 5, 1973

3pm.
RECEIVED
NOV 7 1973

Mr. John Bell, Director
Bureau of Training
U.S. Civil Service Commission
1900 E. Street N.W.
Washington, DC 20415

Dear Mr. Bell:

Our Educational Media and Technology Division will offer a three-day seminar/workshop for business and governmental training personnel in New York on March 13, 14, and 15, 1974.

Would your bureau be interested in sending one or two people who would profit from training of this type? The seminar/workshop will be directed by Dr. W. H. Hanson, the nation's foremost independent consultant in educational technology.

If your bureau wishes to participate in this in-depth seminar/workshop, please let me know at once. The enrollment will be limited to 50 members, and places will be assigned on a first-come, first-served basis.

Sincerely yours,

Jeffrey Todd

Jeffrey C. Todd
President

ab

Marge Cole + Jim Miller will attend. Send reservations. Follow up in March. JB

ITEM K

From the Desk of
JOHN BELL

11/8

I will need 6 copies of pages 8 + 9 of our training series pamphlet "Computer Assisted Instruction: A General Discussion and Case Study" for the Nov. 27 director's meeting.

(*NOTE*: CSC Form 4150-A, "Request for Short Order Duplicating Service," will have to be completed.)

UNITED STATES GOVERNMENT

Memorandum

TO : Bureau of Training, CSC

DATE: Nov. 8, 1973

FROM : Publications Section

SUBJECT: Galley for Pamphlet T-15

Attached is one copy of galley for your Pamphlet T-15. Please read your copy carefully and make corrections if necessary.

RETURN YOUR GALLEY to the Publications Section by November 30.

(Galley not attached to memorandum)

8^30 a.m.

RECEIVED
NOV 9 1973